



## Year 6 Progression Overview Talk For Writing

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 5 list</b></p> <p><b>Secure independent planning across story types using 5 part story structure.</b> Include suspense, cliff hangers, flashbacks / forwards, time slips Start story at any point of the 5 part structure</p> <p>Maintain plot consistently working from plan</p> <p><b>Paragraphs</b> -Secure use of linking ideas within and across paragraphs Secure development of characterisation</p> <p><b>Non-fiction:</b></p> <p><b>Secure</b> planning across non- fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p>	<p><b>Consolidate Year 5 list</b></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Secure use of complex sentences: (Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions:</p> <p><b>Active and passive verbs to create effect and to affect presentation of information</b> e.g. <b>Active:</b> <i>Tom accidentally dropped the glass.</i> <b>Passive:</b> <i>The glass was accidentally dropped by Tom.</i> <b>Active:</b> <i>The class heated the water.</i> <b>Passive:</b> <i>The water was heated.</i></p> <p><b>Developed use of rhetorical questions for persuasion</b></p> <p>Expanded <b>noun phrases</b> to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or</i></p>	<p><b>Consolidate Year 5 list</b></p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p><b>Consolidate Year 5 list</b></p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p><b>Punctuation</b> of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b> <b>Letter/ Word</b> <b>Sentence – statement, question, exclamation, command</b> <b>Full stops/ Capitals</b> <b>Question mark</b> <b>Exclamation mark</b> <b>‘Speech marks’</b> <b>Direct speech</b> <b>Indirect speech</b> <b>Inverted commas</b> <b>Bullet points</b> <b>Apostrophe contractions/ possession</b> <b>Commas for sentence of 3 – description, action, views/opinions, facts</b> Colon – instructions <b>Parenthesis</b> <b>Bracket- dash</b> <b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b> <b>Adjective / noun / noun phrase</b> <b>Verb / Adverb</b> Bossy verbs - imperative <b>Tense (past, present)</b> <b>modal verb</b> <b>Conjunction / Connective</b></p>



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Express balanced coverage of a topic	<i>the fact that it was raining meant the end of sports day)</i>			<b>Preposition</b> <b>Determiner/generaliser</b> <b>Pronoun – relative/possessive Clause</b> <b>Subordinate / relative clause</b> <b>Adverbial</b> <b>Fronted adverbial</b> Rhetorical question <i>present and past progressive</i> <b><i>present perfect; past perfect</i></b>
Use different techniques to conclude texts	The difference between structures typical of informal speech and			
Use appropriate formal and informal styles of writing	structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of the <b>subjunctive</b> in some very formal writing and speech) as in <i>If I were you.</i>			
Choose or create publishing format to enhance text type and engage the reader				
Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence) and <b>elision</b>				<b>Cohesion</b> <b>Ambiguity</b> Alliteration Simile – 'as' / 'like' Synonyms Metaphor Personification Onomatopoeia
Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text				<b><u>Introduce:</u></b> <b>Active and passive voice</b> <b>Subject and object</b> <b>Hyphen</b> <b>Synonym, antonym</b> <b>Colon/ semi-colon</b> <b>Bullet points</b> <b>Ellipsis</b> <b>Subjunctive</b>

**\*Coverage may be adapted/amended in response to pupil need**